

KS3		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A 8 Weeks	TERM 1B 6 weeks	TERM 2A 5 weeks	TERM 2B 5 weeks	TERM 3A 5 weeks	TERM 3B 8 weeks
YEAR 7  Connected Worlds  1000s-1500s	Enquiry	<p><i>What should we tell people about our city?</i></p> <p><b>TRIP: Mudlarking on the Thames</b></p>	<p><i>How disruptive were the Normans?</i></p> <p><i>What drove Baghdad's Thirst for Knowledge?</i></p>	<p><i>Why are the Silk Roads important to us?</i></p>	<p><i>How did people respond to the Black Death?</i></p> <p><i>How have Mediaeval Women been remembered?</i></p>	<p><i>How should we remember the Mali Empire?</i></p> <p><i>What does Machu Picchu reveal about the lives of the Incas?</i></p>	<p><i>What changed in the Village of Morebath between 1520 and 1574?</i></p> <p><b>TRIP: Hampton Court Palace</b> <i>Who was the Greatest? Akbar or Elizabeth I?</i></p>
	KEY SKILL	<ul style="list-style-type: none"> <li>Thematic Study</li> <li>Chronology</li> <li>Narrative skills</li> </ul>	<ul style="list-style-type: none"> <li>Change over time</li> <li>Causation</li> </ul>	<ul style="list-style-type: none"> <li>Significance</li> </ul>	<ul style="list-style-type: none"> <li>Similarity and difference</li> <li>Interpretations</li> </ul>	<ul style="list-style-type: none"> <li>Significance</li> <li>Source skills</li> </ul>	<ul style="list-style-type: none"> <li>Change and Continuity</li> <li>Similarity and Difference</li> </ul>
	ASSESSMENT	Formative- A time traveller's guide to London.	Formative- Written response to EQ  Summative- London through time, Normans and Baghdad.	Formative- Group presentation.	Formative - Narrative story of the impact of the Black Death  Summative- Silk Roads, Black Death, Medieval Women.	Formative- Museum display of the Mali Empire.	Formative- Hot balloon debate.  Summative- Mali Empire, Incas, Reformation.
YEAR 8  Britain and the wider world  C15th to C19th	Enquiry	<p><i>Why did England kill their king?</i></p>	<p><i>Was the European Enlightenment Enlightenment mostly fuelled by changing minds or changing machines?</i></p> <p><i>Why is there a statue at the bottom of the Atlantic Ocean?</i></p>	<p><i>How similar was the experience of British Colonialism in Australia and India?</i></p> <p><b>TRIP: Museum of London</b></p>	<p><i>Was the Empire the driving force behind the Industrial Revolution?</i></p>	<p><i>How democratic was Britain by 1928?</i></p> <p><i>Who should we remember in the fight for women's suffrage?</i></p>	<p><i>Has our journey towards the climate crisis been smooth?</i></p> <p><b>TRIP: Liverpool</b></p>
	KEY SKILL	<ul style="list-style-type: none"> <li>Source Skills</li> <li>Causation</li> </ul>	<ul style="list-style-type: none"> <li>Sources</li> <li>Significance</li> </ul>	<ul style="list-style-type: none"> <li>Similarity and Difference</li> </ul>	<ul style="list-style-type: none"> <li>Causation</li> </ul>	<ul style="list-style-type: none"> <li>Change and Continuity</li> <li>Significance</li> </ul>	<ul style="list-style-type: none"> <li>Thematic Study</li> <li>Chronology</li> <li>Change and Continuity</li> </ul>
	ASSESSMENT	Formative- Written response to the EQ	Formative- Presentation of memorial to Transatlantic Slavery  Summative- The Reformation, The English Civil War, The Enlightenment	Formative- Written response to the EQ	Formative - Narrative story of the Industrial Revolution.  Summative- TAST, British Empire and Industrial Revolution	Formative- Museum display of Women's suffrage	Formative- Visual representation of our climate journey;  Summative- Democracy and women's suffrage
YEAR 9  C19th to present	Enquiry	<p><i>What was the impact of the First world war on people's lives?</i></p> <p><i>How far was Germany "dancing on the edge of a volcano" by 1929?</i></p>	<p><b>TRIP: Imperial War Museum</b></p> <p><i>Why did the Holocaust happen?</i></p> <p><i>Is the Pianist an accurate depiction of Jewish resistance to the Holocaust?</i></p>	<p><i>How did a little boy change the course of the second world war?</i></p>	<p><i>How did allies become enemies?</i></p>	<p><i>What do protests reveal about the search for justice and equality in post-war Britain?</i></p> <p><b>TRIP: Royal Courts of Justice</b></p> <p><i>How have disabled people fought for equality and rights?</i></p>	<p><i>What moment changed British medicine forever?</i></p>
	KEY SKILL	<ul style="list-style-type: none"> <li>Similarity and Difference</li> <li>Change and continuity</li> </ul>	<ul style="list-style-type: none"> <li>Causation</li> <li>Interpretations</li> </ul>	<ul style="list-style-type: none"> <li>Significance</li> </ul>	<ul style="list-style-type: none"> <li>Causation</li> </ul>	<ul style="list-style-type: none"> <li>Significance</li> </ul>	<ul style="list-style-type: none"> <li>Thematic Study</li> <li>Chronology</li> <li>Sources</li> </ul>
	ASSESSMENT	Formative- Presentation of different Empire soldiers and Written response to the EQ	Formative- - Essay on Hitler's rise to power. Film analysis of 'The Pianist'  Summative- WW1, 1920's Germany, The Holocaust	Formative- Balloon debate about the most significant event of WW2.	Formative - Written response to the EQ  Summative- WW2 and Post-war	Formative- Written response to the EQ and Museum display of Women's suffrage	Formative- Debate about the most significant turning point in Medical History  Summative- Democracy, Women's suffrage and Medicine.